

APPENDIX A

Scoring Rubrics for Career Development Lessons and Projects

Rubric 1: Class/Group Participation
Scoring Guide

Expectations	Exceeds	Meets	Approaches	Needs More Work
Follows Directions				
Offers Ideas				
Takes Turns				
Listens to Others				
Respects Other Opinions				
Class Participation				

Rubric 2: Class Projects
Scoring Guide

3	Beyond Level	Analyzed and readily understood the task. Developed an efficient and workable strategy. Showed explicit evidence of carrying out the strategy. Synthesized and generalized the conclusion.
2	At Level	Understood the task. Developed a workable strategy. Inferred (some evidence) but not always clear. Connected and applied the answer.
1	Not Yet At Level	Partially understood the task. Appropriate strategy some of the time. Possible evidence of a plan – not clear. Partial connection of answer.
0		Totally misunderstood. Inappropriate, unworkable strategy. No evidence of carrying out a plan. No connections of answer. Blank.

Rubric 3: Class Presentations Scoring Guide

	Exceptional	Admirable	Acceptable	Amateur
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear.	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience.	Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience.
Content Accuracy	Completely accurate; all facts were precise and explicit.	Mostly accurate; a few inconsistencies or errors in information.	Somewhat accurate; more than a few inconsistencies or error in information.	Completely inaccurate; the facts in this project were misleading to the audience.
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school.	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic.
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project.	Was clever at times; thoughtfully and uniquely presented.	Added a few original touches to enhance the project but did not incorporate it throughout.	Little creative energy used during this project; was bland, predictable, and lacked "zip".
Presentation Mechanics	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear.	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids.	Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear.	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids.

Rubric 4: Written Reports Scoring Guide

	Beginning 1 Point	Developing 2 Points	Accomplished 3 Points	Exemplary 4 Points	Score
Topic	Totally Unrelated	Remotely Related	Somewhat Relevant	Directly Relevant	
Organization	Not organized; events make no sense.	Some organization, events jump around; start and end are unclear.	Organized; events are somewhat jumpy.	Good organization; events are logically ordered; sharp sense of beginning and end.	
Quality of Information	Unable to find specific details.	Details are somewhat sketchy.	Some details are non-supporting to the subject.	Supporting details specific to subject.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Interest Level	Needs descriptive words.	Vocabulary is constant; details lack "color".	Vocabulary is varied; supporting details need work.	Vocabulary varied; supporting details vivid.	
Neatness	Illegible writing; loose pages.	Legible writing; some ill-formed letters; print too small or too large; papers stapled together.	Legible writing; well formed characters; clean and neatly bound in a report cover; illustrations provided.	Word processed or typed; clean and neatly bound in a report cover; illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
				Total	

Rubric 5: Group Participation Scoring Guide

	Rarely 1 Point	Sometimes 2 Points	Often 3 Points	Almost Always 4 Points
Participated in Group Activities				
Participated in group discussion without prompting. Contributed to the discussion. Did not try to dominate group or interrupt others.				
Stayed on Topic				
Stayed on task, did not change subject. Made comments aimed at getting group back on topic. Paid attention to group's discussion and/or efforts.				
Offered Useful Ideas				
Gave ideas and suggestions that helped the group. Offered helpful criticism and comments. Positively influenced the group's decisions and plans.				
Was Considerate of Others				
Made positive remarks about other members' ideas. Gave recognition and credit to others for their ideas. Did not "put down" other group members.				
Involved Others				
Got others involved by asking questions, challenging others.				
Communicated Clearly				
Spoke clearly and was easy to hear. Expressed ideas clearly and effectively.				
Column Totals				
Total Points				

Rubric 6: Group Participation Scoring Guide

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles Within Group				

Rubric 7: Power Point Presentation Scoring Guide

Criteria	Levels of Excellence			Point Awarded
	Excellent 3 Points	Good 2 Points	Needs Improvement 1 Point	
Slides	All slides required	5 - 6 slides	Less than 5 slides	
Research	Went above and beyond to research information. Brought in personal ideas and information to enhance the project.	Used the material provided in an acceptable manner.	Did not utilize resources effectively. Did little or no gathering on the topic.	
Grammar	No errors	1 - 2 errors	More than 2 errors	
Graphics	Appropriate.	Only a couple of inappropriate graphics.	No graphics or inappropriate on most slides.	
Content	Completely portrays all key points of the story.	Missing 1 - 2 key points of the story.	Presentation does not portray main idea of the story.	
Group Participation	Consistently and actively works toward group goals.	Accepts and fulfills individual role within the group.	Works toward group goals only when prompted.	
Total Points				

Rubric 8: Math Problems Scoring Guide

The Student	
4 Points	Selects and applies appropriate mathematical procedures and makes no mathematical errors. Explores alternate solutions or uses additional approaches.
3 Points	Completes all parts of task. Correctly selects and applies mathematical processes with minor errors. Uses basic mathematical ideas and procedures appropriately.
2 Points	Incompletely selects and applies appropriate mathematical procedures. Makes some errors in mathematical processes.
1 Point	Lacks understanding of process and/or uses inappropriate procedures.
0 Points	Makes no attempt or provides an off-topic response.

Rubric 9: Job Description Scoring Guide

4 Points	The writing is clear, concise, and logical. The student truly tries to place him/herself in the employer's role and perceives the responses from his/her position. There are no mechanical errors in the writing.
3 Points	The writing is clear, concise, and logical. The student tries with moderate success to place him/herself in the employer's role and perceives the responses from his/her position. There are few mechanical errors.
2 Points	The writing lacks clarity, conciseness and logic. The student tries with little success to place him/herself in the employer's role and perceives the responses from his/her position. There are some mechanical errors.
1 Point	The writing is confusing and largely incomplete. There is no indication that the student attempted to place him/herself in the employer's role and perceives the responses from his/her position. There are many mechanical errors.

Rubric 10: Math Projects Scoring Guide

4 Points	Advanced/Exceeding An appropriate strategy is used effectively. The response is highly organized and well documented. Responses to all parts of the prompt are effective and appropriate. A correct solution is presented. Efficient, accurate use of mathematics is evident throughout.
3 Points	Proficient An appropriate strategy is used. The response is sufficiently organized and documented. Response is communicated and understandable. A basically correct solution is presented. Appropriate mathematics is applied with only minor flaws.
2 Points	Basic A strategy is attempted but is incomplete or poorly carried out. The response is poorly organized and insufficiently documented. Response is vague or reflects inadequate understanding. A partial or incorrect solution is presented. Some of the mathematics used is inappropriate or frequently flawed.
1 Point	Minimal No strategy is attempted or it is unclear what the strategy is. The response is disorganized. Response reflects random thoughts or haphazard restatements of fact. Minimal to no response is presented. Little or no use of appropriate mathematics is presented.
0 Points	Not Scorable Not scorable.

Rubric 11: Writing Assignment Scoring Guide

Characteristic		Excellent 3 Points	Satisfactory 2 Points	Unsatisfactory 1 Point	Lacks Knowledge/Skill 0 Points
1	Content stated clearly in written material.				
2	Organization of written material				
3	Grammar, punctuation, spelling				
4	Neatness, accuracy				
5	Followed directions.				
6	Group contribution				

Rubric 12: In-Class Assignments Scoring Guide

Characteristic		Excellent 4 Points	Good 3 Points	Average 2 Points	Poor 1 Point	Unacceptable 0 Points
1	Worked well independently.					
2	Stayed focused on task.					
3	Seeks help appropriately/assumes responsibility for completing task.					
4	Structure and content appropriate for grade level.					
5	Spelling and punctuation appropriate for grade level.					

Rubric 13: Report with Graph Scoring Guide

4 Points	Students organize and collect data in a logical and easy to read format. The students develop a graph and demonstrate understanding of that graph by preparing summary statements. The students organize information into a report written in paragraph style and that is free from spelling and grammatical errors.
3 Points	Students organize and collect data with a little assistance. The graph is developed properly and summary statements are accurate. Report is complete, written and organized well, but has a couple of spelling and grammatical errors.
2 Points	Students organize and collect data properly with assistance from others. The graph is developed with assistance, however, the summary statements are correct. The report is complete but not organized well. The report has many spelling and grammatical errors.
1 Point	Students turn in partially completed work. The work is sloppy and shows no concern for proper language usage, or the students do not attempt the experiment at all.

Rubric 14: Oral Presentation Scoring Guide

4 Points	Outstanding: The oral presentation was completed with almost flawless performance. More than adequate attention was given to effective delivery (i.e., eye contact, enunciation, posture, engaging the audience, etc.). Student displayed extensive knowledge of the topic as well as original, insightful perspectives. Presentation was well organized, and audio-visual materials were used effectively.
3 Points	Very Good: The oral presentation was completed with a very strong performance. Adequate attention was given to effective delivery. Student was knowledgeable about the topic. Presentation was well organized and audio-visual materials were used effectively.
2 Points	Satisfactory: The task was completed with an adequate performance, although some areas needing improvement were observed. Some attention was given to effective delivery, but weaknesses were observed. The student's knowledge about the topic was adequate for the most part, and any inaccuracies or omissions did not seriously detract from the performance. The presentation was adequately organized, and audio-visual materials were used adequately.
1 Point	Needs Work: The task was completed with a performance that contained several errors, which adversely affected quality. The work reflected a lack of attention to effective delivery. The student demonstrated little familiarity with the topic. The presentation was disorganized, and there was inappropriate or insufficient use of audio-visual materials.

Rubric 15: Letter Scoring Guide

		Acceptable	Try Again
1	Purpose of letter is clear.	1 2 3 4 5 6 7 8 9 10	
2	Mechanics are correct (i.e., punctuation capitalization, spelling, format).	Yes	No
3	Appropriate vocabulary and word choices.	Yes	No
4	All sentences are proper, clear, and relate back to the topic of the letter.	Yes	No
5	Sentences are of varied length.	Yes	No
6	Correct use of words (i.e., subject-verb agreement, correct use of pronouns, etc.).	Yes	No
7	The writing is neat, and readable, with no marked out words or other corrections.	Yes	No
8	The letter is interesting and appealing.	Yes	No

Rubric 16: Integrated Science Projects Scoring Guide

4 Points	Exceptional: The student fully achieves all project goals. The scientific experiment demonstrates clear thinking and explanation. All work is complete and correct.			
3 Points	Admirable: The student substantially achieves the project goals. The main thrust of the project and the science concepts behind it is understood, but there may be some minor misunderstanding of content, errors in computation, or weakness in presentation.			
2 Points	Acceptable: The student partially achieves project goals. A limited grasp of the main scientific ideas or project requirements is demonstrated. Some of the work may be incomplete, misdirected, or unclear.			
1 Point	Amateur: The student makes little progress toward accomplishing the goals of the project because of lack of understanding or lack of effort.			
	Exceptional 4 Points	Admirable 3 Points	Acceptable 2 Points	Amateur 1 Point
Content				
Coherence and Organization				
Creativity				
Visual Materials				
Speaking Skills				
Audience Response				
Length of Presentation				

Rubric 17: Integrated Language Arts Projects Scoring Guide

4 Points	Response shows exceptional understanding of selection. Retelling includes all major events. Complete statement of main idea.
3 Points	Response shows good understanding of selection. Retelling includes major events. Uses some details in sequence to summarize. Simple statement of main idea.
2 Points	Response shows partial understanding of selection. Retelling includes at least one major event. May focus on one detail or part of selection. Does not show understanding of sequence.
1 Point	Response does not indicate understanding of selection. Retelling incomplete with no major events. Details limited in summary and not in sequence. No statement of main idea or statement makes no sense.
0 Points	No answer.

Rubric 18: Team Role-Playing Scoring Guide

4 Points	The role-playing is clear, concise, and logical. The student truly tries to place him/herself in the other person's role and perceive the conversation from his/her position.
3 Points	The role-playing is clear, concise and logical. The student tries with moderate success to place him/herself in the other person's role and perceive the conversation from his/her position.
2 Points	The role-playing lacks clarity, conciseness and logic. The student tries with little success to place him/herself in the other person's role and perceive the conversation from his/her position.
1 Point	The role-playing is confusing and largely incomplete. There is no indication that the student attempted to place him/herself in the other person's role and perceive the conversation from his/her position.

Rubric 19: Class Presentation Scoring Guide

5 Points	Engaging, very creative, strong command of topic and intelligence, high quality presentation, strength very clearly demonstrated.
4 Points	Enjoyable, creative, good command of topic and intelligence, quality presentation, strength demonstrated.
3 Points	Average presentation, some creativity, average command of topic and intelligence, strength not clearly demonstrated.
2 Points	Below average, little creativity, shows little command of topic, strength poorly demonstrated.
1 Point	Poor quality, little or no creativity, shows no command of topic, no strength demonstrated.
0 Points	Presentation not given.

Rubric 20: Class Worksheets Scoring Guide

4 Points	Addresses all the questions. Uses complete sentences. No mistakes in spelling, punctuation, or capitalization. Very neatly written or typed.
3 Points	Addresses most of the questions. Uses complete sentences most of the time. Few mistakes in spelling, punctuation or capitalization. Writes neatly.
2 Points	Addresses some of the questions. Uses complete sentences some of the time. Several mistakes in spelling, punctuation or capitalization. Writes fairly neatly.
1 Point	Addresses few of the questions. Uses many incomplete sentences. Mistakes in spelling, punctuation, and capitalization interfere with meaning. Illegible writing.

Rubric 21: Writing Assignment Scoring Guide

1	Is this a complete idea?	Yes	No
2	Is the punctuation correct?	Yes	No
3	Is the capitalization correct?	Yes	No
4	Are all of the parts of speech used correctly?	Yes	No
5	Does the sentence tell only one idea?	Yes	No
6	Are all of the words spelled correctly?	Yes	No
7	Is the writing readable?	Yes	No
8	Is the paper neat, without excessive erasures or marked out answers?	Yes	No

Rubric 22: Classified Ad - Job Position Scoring Guide

3 Points	The ad is concise. It clearly and completely describes the job qualifications needed and the contact person. It is written in ad format with no spelling errors.
2 Points	The ad is concise. It describes the job qualifications needed and the contact person. It is written in ad format with no more than one spelling error.
1 Point	The ad is not concise. It is incomplete in its description of the job qualifications and contact person.
0 Points	The ad is confusing and lacks basic information. There are many spelling errors.

Rubric 23: Question/Answer - Written Responses Scoring Guide

4 Points	Addresses all the questions. Uses complete sentences. No mistakes in spelling, punctuation, or capitalization. Very neatly written or typed.
3 Points	Addresses most of the questions. Uses complete sentences most of the time. Few mistakes in spelling, punctuation or capitalization. Writes neatly.
2 Points	Addresses some of the questions. Uses complete sentences some of the time. Several mistakes in spelling, punctuation or capitalization. Writes fairly neatly.
1 Point	Addresses few of the questions. Uses many incomplete sentences. Mistakes in spelling, punctuation, and capitalization interfere with meaning. Illegible writing.

Rubric 24: Written Report - Workbased Learning Experience Scoring Guide

4 Points	Written response shows exceptional understanding of business experience. Retelling includes all major events. Uses important details in sequence to summarize. Complete statement of main idea.
3 Points	Written response shows good understanding of business experience. Retelling includes major events. Uses some details in sequence to summarize. Simple statement of main idea.
2 Points	Written response shows partial understanding of business experience. Retelling includes at least one major event. May focus on one detail or part of selection. Does not show understanding of sequence.
1 Point	Written response does not indicate understanding of business experience. Retelling incomplete with no major events. Details limited in summary and not in sequence. No statement of main idea or statement makes no sense.
0 Points	No answer.

Rubric 25: Job Application Form Scoring Guide

4 Points	The application is clear and concise. It asks for basic personal information as well as the candidate's qualifications and suitability for the job. It is written in application format with no mechanical errors.
3 Points	The application is clear and concise. It could ask for more information or includes information that is not pertinent. It is written in application format with few mechanical errors.
2 Points	The application lacks clarity or conciseness. The information is incomplete and there are some mechanical and/or application format errors.
1 Point	The application is confusing and lacks basic information. There are many mechanical errors and problems with the application format.

Rubric 26: Class Discussion/Participation Scoring Guide

4 Points	Always speaks in complete sentences. Stays on topic. Uses appropriate language. Speaks clearly and distinctly. Uses appropriate body posture and eye contact.
3 Points	Mostly speaks in complete sentences. Stays on topic most of the time. Uses appropriate language most of the time. Usually speaks clearly and distinctly. Uses appropriate body posture and eye contact most of the time.
2 Points	Sometimes speaks in complete sentences. Often wanders from the topic. Uses some appropriate language. Speaks clearly and distinctly some of the time. Uses appropriate body posture and eye contact some of the time.
1 Point	Seldom speaks in complete sentences. Seldom mentions topic. Uses inappropriate language. Speaks too softly or not distinctly. Uses inappropriate body posture or no eye contact.

Rubric 27: Written Report Scoring Guide

	Beginning 1 Point	Developing 2 Points	Accomplished 3 Points	Exemplary 4 Points	Score
Topic	Totally Unrelated	Remotely Related	Somewhat Rele- vant	Directly Relevant	
Organization	Not organized; events make no sense.	Some organiza- tion, events jump around; start and end are unclear.	Organized; events are somewhat jumpy.	Good organiza- tion; events are logically ordered; sharp sense of beginning and end.	
Quality of Information	Unable to find specific details.	Details are somewhat sketchy.	Some details are non-supporting to the subject.	Supporting details specific to subject are provided.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Interest Level	Needs descriptive words	Vocabulary is constant; details lack "color".	Vocabulary is var- ied; supporting de- tails need work.	Vocabulary var- ied; supporting details are included.	
Neatness	Illegible writing; loose pages.	Legible writing; some ill-formed letters; print too small or too large; papers stapled together.	Legible writing; well-formed char- acters; clean and neatly bound in a report cover; illus- trations provided.	Word processed or typed; clean and neatly bound in a report cover; illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
Total					

APPENDIX B

National Career Development Guidelines Scope and Sequence

Scope and Sequence Based on National Career Development Guidelines Middle School Level				
Delivery: I - Introduce R - Review M - Mastery	6	7	8	Who?
C1. Knowledge of the influence of a positive self-concept				
1. Describe personal likes and dislikes.	R	R	R	
2. Describe individual skills required to fulfil different life roles.	R	R	R	
3. Describe how one's behavior influences the feelings and actions of others.	R	R	R	
4. Identify environmental influences on attitudes, behaviors, and aptitudes.	R	R	R	
C2. Skills to interact positively with others				
1. Demonstrate respect for the feelings and beliefs of others.	I	R	R	
2. Demonstrate an appreciation for the similarities and differences among young people.	I	R	R	
3. Demonstrate tolerance and flexibility in interpersonal and group situations.	I	R	R	
4. Demonstrate effective skills in responding to criticism.	R	R	R	
5. Demonstrate effective group membership skills.	I	R	R	
6. Demonstrate effective social skills.	R	R	R	
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.	I	R	R	
C3. Knowledge of the importance of growth and change				
1. Identify feelings associated with significant experiences.	R	R	R	
2. Identify internal and external sources of stress.	I	R	R	
3. Demonstrate ways of responding to others when under stress.	R	R	R	
4. Describe changes that occur in the physical, psychological, social, and emotional development of an individual.			I	
5. Describe physiological and psychological factors as they relate to career development.			I	
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.			I	
C4. Knowledge of the benefits of educational achievement to career opportunities				
1. Describe the importance of academic and occupational skills in the work world.	R	R	R	
2. Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.	R	R	R	
3. Describe individual strengths and weaknesses in school subjects.	R	R	R	
4. Describe a plan of action for increasing basic educational skills.	I	R	R	
5. Describe the skills needed to adjust to changing occupational requirements.			I	

Scope and Sequence Based on National Career Development Guidelines Middle School Level				
Delivery: I - Introduce R - Review M - Mastery	6	7	8	Who?
C4. Knowledge of the benefits of educational achievement to career opportunities cont.				
6. Describe how continued learning enhances the ability to achieve goals.	I	R	R	
7. Describe how skills relate to the selection of high school courses of study.		I	R	
8. Describe how aptitudes and abilities related to broad occupational groups.		I	R	
C5. Understanding the relationship between work and learning				
1. Demonstrate effective learning habits and skills.	R	R	R	
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.	R	R	R	
3. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.	I	R	R	
C6. Skills to locate, understand, and use career information				
1. Identify various ways that occupations can be classified.	I	R	R	
2. Identify a number of occupational groups for exploration.		I	R	
3. Demonstrate skills in using school, community, and technology resources to learn about occupational groups.	I	R	R	
4. Identify sources to obtain information about occupational groups including self-employment.	I	R		
5. Identify skills that are transferable from one occupation to another.	I	R	R	
6. Identify sources of employment in the community.	R	R	R	
C7. Knowledge of skills necessary to seek and obtain jobs				
1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.	R	R	R	
2. Describe terms and concepts used in describing employment opportunities and conditions.			I	
3. Demonstrate skills to complete a job application.			I	
4. Demonstrate skills and attitudes essential for job interview.			I	
C8. Understanding how work relates to the needs and functions of the economy and society				
1. Describe the importance of work to society.	R	R	R	
2. Describe the relationship between work and economic and societal needs.	I	R	R	
3. Describe economic contributions workers make to society.	I	R	R	
4. Describe the effects that societal, economic, and technological change have on occupations.			I	
C9. Skills to make decisions				
1. Describe personal beliefs and attitudes.	R	R	R	
2. Describe how career development is a continuous process with a series of choices.	I	R	R	

Scope and Sequence Based on National Career Development Guidelines Middle School Level				
Delivery: I - Introduce R - Review M - Mastery	6	7	8	Who?
C9. Skills to make decisions cont.				
3. Identify possible outcomes of decisions.	R	R	R	
4. Describe school courses related to personal, educational, and occupational interests.		I	R	
5. Describe how the expectations of others affect career planning.		I	R	
6. Identify ways in which decisions about education and work relate to other major life decisions.		I	R	
7. Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.			I	
8. Identify the requirements for secondary and post-secondary programs.			I	
C10. Knowledge of the interrelationship of life roles				
1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.			I	
2. Identify how work roles at home satisfy needs of the family.	R	R	R	
3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.		I	R	
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.		I	R	
5. Describe advantages and disadvantages of various life role options.		I	R	
6. Describe the interrelationships among family, work, and leisure decisions.		I	R	
C11. Knowledge of different occupations and changing male/female roles				
1. Describe advantages and problems of entering nontraditional occupations.			I	
2. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.			I	
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.	I	R	R	
C12. Understanding the process of career planning				
1. Demonstrate knowledge of exploratory processes and programs.	I	R	R	
2. Identify school courses that meet tentative career goals.	I	R	R	
3. Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.			I	
4. Describe skills needed in a variety of occupations, including self-employment.		I	R	
5. Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals.		I	R	
6. Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.		I	R	

APPENDIX C

NCDG/ASCA Standards Matrix

	Academic Development			Career Development			Personal/Social Development		
	Acquire attitudes, knowledge, and skills that contribute to effective learning in school and across life span.	Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options.	Understand the relationship of academics to the world of work and to life at home and in the community.	Acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed decisions.	Employ strategies to achieve future career success and satisfaction.	Understand the relationship between personal qualities, education and training and the world of work.	Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Students will make decisions, set goals, and take the necessary actions to achieve goals.	Students will understand safety and survival skills.
1. Understand the influence of a positive self-concept.	X						X		
2. Skills to interact positively with others.	X						X	X	X
3. Understanding the impact of growth and development.	X	X				X	X	X	
4. Understand the relationship between educational achievement and career planning.	X	X	X		X	X			
5. Understanding the need for positive attitudes toward work and learning.	X	X			X	X			

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6. Skills to locate, evaluate and interpret career information.		X	X		X				
7. Skills to prepare to seek, obtain, maintain, and change jobs.			X	X	X				
8. Understanding how societal needs and functions influence the nature and structure of work.				X	X	X	X		X
9. Skills to make decisions.	X	X	X		X	X	X	X	X
10. Understanding the interrelationship of life roles.		X	X	X	X	X	X	X	X

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11. Understanding the continuous changes in male/female roles		X				X	X	X	
12. Skills in career planning	X	X		X	X	X	X	X	

